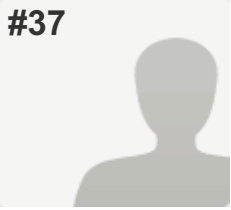


#37



**COMPLETE**

**Collector:** Web Link 1 (Web Link)

**Started:** Sunday, June 05, 2016 7:26:47 AM

**Last Modified:** Friday, June 17, 2016 11:03:59 AM

**Time Spent:** Over a week

**IP Address:** 207.177.0.20

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<b>Q1: Name of School District:</b>	Colo-NESCO Community Schools
<b>Q2: Name of Superintendent</b>	Dr. Jim Verlengia
<b>Q3: Person Completing this Report</b>	Paula Cady, Teacher Leadership Coordinator

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**Q4: 1a. Local TLC Goal**

Improve recruitment and retention of high-quality teachers.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Mostly Met

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**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Colo-NESCO has continued to use teachiowa.gov for recruitment. We continue to build stronger connections with local colleges and universities. For the 2015-16 school year, we hosted 4 student teachers, 2 Iowa State University technology interns, and 4 practicum students. We will host 2 new technology interns in 2016-17 and 2 student teachers in the fall.

We had 6 new teachers enter our district in 2015. All were first year teachers and five will return in the fall of 2016. For 2016, we will have 1 first year teacher and 5 second year teachers. At the end of the 2015-16 school year, four positions were vacated. Two staff members left due to retirement, one due to staff reduction, and one left to stay home with her children. These staff members were sent an exit interview survey but none returned a response.

When compared to our 2014-15 data, our annual climate survey indicated the following increases: 22.39% more teachers felt they understood the long-term vision of Colo-NESCO, 16.97% more teachers felt they are empowered to help solve problems, and 12.31% more felt decisions are based on the best interests of students. An increase of 13.52% was indicated regarding an atmosphere of trust and mutual respect, 21.52% more teachers experienced a professional atmosphere for staff working in the district, and 17.22% more teachers would encourage someone to work for Colo-NESCO. Areas of concern were increases in the Disagree/Strongly disagree categories for two consecutive years on two items. Fewer teachers felt they are encouraged to provide district level suggestions on ways to improve programs or services. This is a 16.22% change since 2014. Fewer teachers felt they were given opportunities to influence the decisions made in the district. This is a 10.9% change since 2014. This data suggests that while there is an improving atmosphere of trust and professionalism, teachers do not feel empowered to help with district level decisions.

Our student teacher exit survey reflected positive experiences with 100% rating their overall experience as outstanding and 100% rating the support from the teaching staff and administration to be outstanding or satisfactory. Given the opportunity to consider future employment as a teacher at Colo-NESCO, 100% responded that they would. Unfortunately, there was no data collected on our technology interns experience. This information will be collected in 2016-17.

**Q7: 2a. Local TLC Goal**

*Respondent skipped this question*

**Q8: 2b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q10: 3a. Local TLC Goal**

Establish new professional opportunities for teachers and monitor the effectiveness and professional growth of these teachers.

**Q11: 3b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Data collected from staff in the form of a bi-annual survey provided peer feedback to teacher leaders regarding their performance. This information was shared with teacher leaders at the monthly meeting in February. The results of the May survey will be shared at the first teacher leader meeting in August. Data from this survey is anecdotal and includes strengths and suggestions for growth. A survey specific to the coordinator position was also completed by staff and provided a source of peer feedback to the coordinator and administration. The results of all surveys were shared with administration. The data will be used in creating professional development for teacher leaders in the 2016-17 school year.

Coaches used documentation logs and the Woodruff scale to track their work. In comparison to the 2014-15 school year, the coaches found an increase in the amount of coaching and type of coaching (heavy vs. light) with more heavy coaching than light as the year progressed. Data from the spring leadership survey indicated 73.3% of the staff felt the role of instructional coach had been very useful and 93.3% felt that the coach they had worked with had a positive impact on them. The survey also indicated that 100% had worked with an instructional coach with 60% indicating they had met with an instructional coach three times or more. A requirement for the second semester was for each teacher to complete the peer review process in their PLC or work with an instructional coach. Many teachers took this opportunity to try coaching for the first time.

Although teacher leaders received much peer feedback this year, evaluation of teacher leaders using an evaluation rubric is still in the developmental phase. Using a rubric based on the Teacher Leader Model Standards as the standard for evaluation, the TLC coordinator and/or administrator will evaluate each teacher leader during the next school year at mid-year and the end of the year. This information will be used to help the teacher leader grow professionally as a leader and will be used to guide professional development for teacher leaders at our monthly meetings.

**Q13: 4a. Local TLC Goal**

Improve student achievement in all subject areas.

**Q14: 4b. To what extent has this goal been met?**

(no label)

Somewhat Met

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

When comparing the reading and math results of Iowa Assessment data prior to TLC in 2013-14 with the data from 2015-16 after two years of TLC, it appears that the TLC system may be starting to impact student achievement. However with only three years of data, it may still be too early to determine if TLC is one of the main factors impacting student achievement. In the area of math, grades 2-4 increased from 82.9% proficient to 84.7% proficient. Intermediate students in grades 5-6 increased from 79.45% to 83.85% proficient, and junior high/high school students grades 7-11 showed an increase from 78.9% to 80.5% proficient.

In the area of reading, grades 2-4 showed a slight decrease from 78.4% to 77.5% and grades 5-6 showed a decrease from 82.6% to 72.6%. Junior high/high school students in grades 7-11 showed an increase from 77.26% to 81.44%. While the decrease in grades 2-6 is concerning, it is being addressed through building level professional development designed to improve core reading instruction in grades kindergarten through 6. This professional development is supported through our teacher leadership system using the collaborative work of PLC's and the instructional coach.

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

**Q16: 5a. Local TLC Goal**

Provide aligned and differentiated professional development.

**Q17: 5b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

This year our professional development was restructured to provide opportunities for a continuation of monthly district professional development that began last year with the focus on effective instruction and active engagement strategies. The restructuring based on research on effective professional development provided continuous support for implementation through professional learning communities (PLCs), model teachers, and instructional coaches. Our monthly district PD was followed up on in PLC the next week. During this PLC, a 5-10 minute video featuring one of the model teachers demonstrating the strategies presented in professional development the week before was viewed and discussed by participants. PLC members were given two weeks to try the strategies in their classroom, reflect, and report back. One member would also video their work to share with their PLC. This rotation appeared to work well as indicated by the teacher leadership spring survey. In this survey, 86.2% reported that their PLC increased their knowledge of best teaching practices, 93.3% reported having tried something new learned in their PLC, and 91.3% agreed that PLC's encourage collaboration. In regards to student learning, 78.3% agreed that PLC's work to ensure that all students learn. This is a 15.26% change from the 2014 data in which only 58.7% agreed.

To provide differentiated professional development at the building level, the PK-4 staff participated monthly in a class that focused on improving core reading instruction. This was led by our AEA reading consultant, school improvement consultant, and our PK-4 instructional coach. Teachers were required to implement and reflect on strategies presented. The instructional coach supported implementation and administrative walk-throughs documented the use of strategies. This professional development will be continued during the 2016-17 school year.

The monthly building professional development for the staff in grades 5-12 focused on an in-depth study of standards based grading. This was led by the building principal and teacher leaders. As part of this study, staff members visited a district using this and some tried it with one of their classes. At the conclusion of the school year, the staff determined that they would like to expand upon their knowledge of standards based grading next year, and it was determined that each staff member would try it in at least one of their classes.

**Q19: 6a. Local TLC Goal**

Fully support new teachers as they enter the profession.

**Q20: 6b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

This year we had 6 first year teachers and 4 second year teachers. In examining the end of the year survey given to mentees, these teachers gave their mentors positive reviews and felt supported throughout the year. Results from the end of the year survey completed by the mentees rated 100% of their mentors to be excellent in the skill of active listening and 100% believed they had established a relationship based on trust. For the second consecutive year, most of the mentors were ranked by their mentees as extremely skilled at providing constructive feedback, communicating, helping to meet the mentee's goals, and building confidence. The survey also indicated that 100% felt that their mentor helped them become an effective teacher and that their work together impacted student learning.

Mentoring logs showed that mentors met with their mentees on average 30 minutes weekly. Examination of the mentoring logs show that while much time is still spent on logistical support and assistance with classroom management especially at the beginning of the year, some mentors are beginning to shift some of that support into the areas of observing and providing feedback on instruction, analyzing student data, and differentiating instruction. This is an area that will become a target area for improvement for next year especially for those working with year two teachers.

The majority of our mentees will be year two teachers with only one being a first year teacher. Since most of the logistics of teaching should have been covered in the first year, the focus of next year's mentor meetings will shift to providing constructive feedback, analyzing and using assessment data to improve instruction, and improving classroom instruction. The intention of this focus is to provide mentoring that directly impacts student achievement.

**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

As I finish my second year in the TLC program and my first year as the coordinator for our district, I find that this is a work in progress. It has been a culture change for our district in which we are just beginning to see the impact of on our staff and students. In reviewing this report, I feel that we need to continue to develop and encourage instructional coaching to help improve student achievement. Although many more teachers tried coaching this past year than in the previous year, the true impact of what coaching can do for student achievement has not yet been realized. Next year, the instructional coaches will be involved with teachers' individual career development goals. Coaches will work with teachers as they set their goal and offer opportunities to provide support in reaching the goal. Time will also be given to teachers on a regular basis during our late start Mondays to work on these goals.

This year our leaders received peer feedback in the form of bi-annual surveys regarding their work. In addition to these surveys next year, we will complete the development and implementation of the evaluation process of teacher leaders that includes the Teacher Leader Model Standards. Professional development for teacher leaders will include information on these standards. In addition, professional development for teachers will include more support in the area of leadership and providing constructive feedback to peers.

With five second year teachers returning and one first year teacher, it will be the goal of mentoring this coming year to move to a focus of student achievement and improvement of instruction. While this has been covered to some degree in the past, mentor logs indicate there is more mentoring around the logistics of teaching rather than the improvement of student achievement. This is most likely due to the fact that the majority of mentees this past year were first year teachers. Professional development for mentor teachers during monthly meetings will be focused on how to help their mentees in these areas.

Finally, the change in the reading scores for the fifth and sixth graders will be looked at in depth with the fifth/sixth grade team using the item analysis, building analysis, and common core analysis reports from the Iowa Assessments to help determine where the problem might be. Other assessments such as the FAST assessment results and the structure of core instruction will also be used to help determine next steps for improving student achievement at this level. This work may be a possible focal point for their PLC work.

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**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

I believe we just beginning to see the benefits of the Teacher Leadership and Compensation grant. After getting our feet wet the first year, our staff is beginning to feel the impact during this second year of what our teachers leaders can offer and how this can impact student achievement as evidenced by the comments below taken from our surveys this year.

In regards to professional learning communities:

"I like viewing a master teacher using the strategy and then having to try it myself. I also like seeing how my PLC uses the strategies as well."

"I think we are doing well in our PLCs. We have a good balance of district-driven tasks (explicit instruction) and building/grade-driven tasks (standard based grading, student concerns, curricula items, etc) as well as a good exchange of content-related teaching ideas. I think if we keep up with something balanced like this we can continue to have successful, productive PLC meetings."

"I think that the peer reviews were extremely beneficial this year."

In regards to model teachers:

" They have provided several different techniques that I have tried in my own lessons."

" The videos make me think about the parts of a lesson more clearly."

"I enjoy watching them because time has been made for us. The videos are informative and our model teacher works hard to try new approaches."

In regards to the most beneficial thing about working with a mentor teacher, one teacher responded:

"The most beneficial thing about working with a mentor teacher is learning new teaching strategies, getting ideas for lessons and projects, talking about how to engage more students in active learning, and becoming more confident in my teaching."

In regards to the work of instructional coaches and the TLC coordinator:

"Instructional coaches help us learn and use strategies that will help us use instructional strategies for improving our teaching methods and they are useful for problem solving."

"Our TLC coordinator brings a wealth of experience. Her knowledge and understanding of our school system is tremendous. She never stops working and works toward creating the best system we can have by keeping students the main priority. She is organized and well prepared for meetings and trainings. She is level headed, listens and encourages dialogue, encourages improvement, and recognizes others' ideas."

It is my hope that we can use the feedback from our surveys this year to continue to build upon our program to make it the best it can be for our students and staff at Colo-NESCO.

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## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.